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ABSTRACT

This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package--a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) The following tasks are covered in a series of operational units: using initiative (accepting responsibilities on the job and being willing to perform one's scope of work), using problem-solving techniques (analyzing a problem, identifying and choosing among alternatives, and devising a plan of action), and managing personal responsibilities (managing responsibilities of family living and personal finance). Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (MN)

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Work Skills

Work Maturity Skills
Competency 6

Accept Responsibility

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Connections 6
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THE OHIO STATE UNIVERSITY

Connections
School and Work Transitions

Work Skills

Competency 6.0
Accept Responsibility

A Module in the Work Maturity Skills Series

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CONTENTS

INTRODUCTION 1

TASK 6.01: USE INITIATIVE

Operational Unit 6.01A: Anticipate Responsibilities on the Job 9
Information Sheet 6.01A 11
Operational Unit 6.01B: Be Willing to Perform Your Scope of Work 13

TASK 6.02: USE PROBLEM-SOLVING TECHNIQUES

Operational Unit 6.02A: Analyze the Problem 19
Information Sheet 6.02A 21
Operational Unit 6.02B: Identify and Choose Among Alternatives 22
Information Sheet 6.02B 24
Operational Unit 6.02C: Devise a Plan of Action 26
Information Sheet 6.02C 28

TASK 6.03 MANAGE PERSONAL RESPONSIBILITIES

Operational Unit 6.03A: Manage Responsibilities of Family Living 33
Information Sheet 6.03A 36
Operational Unit 6.03B: Manage Personal Finances 38

Introduction

The Work Maturity Skills training program is designed to help you develop the skills you need to keep a job. These skills, which are called work maturity skills, are skills that relate to a worker's behavior on the job. They are as important as job skills. They enable workers to function in a job setting.

Why Do You Need Work Maturity Skills?
All workers interact with other people—their bosses and co-workers, their customers and suppliers, mail workers, telephone operators, and many others. Even people who work alone interact with at least one other person. Therefore, workers must know how to get along with others.

Work maturity skills have a lot to do with relationships with others. Think about your—

- appearance,
- ability to accept responsibility,
- character,
- method of communicating,
- work attitudes,
- ability to cooperate with others, and
- work habits.

All these factors affect interpersonal relationships.

Another part of work maturity is doing a good job. There are special attitudes, habits, and practices that enable people to do their work well . . . to be productive. Some of these are—

- being dependable,
- accepting new ways of doing things,
- maintaining confidentiality,
- being punctual,
- using good communication,
- managing responsibilities,
- completing tasks willingly and on time,
- operating equipment safely, and
- dealing with frustration.

All of these factors affect quality of work.

Do you know the main reason people lose their jobs? It is *not* because they lack job skills. It is because they cannot get along with others and do a good job. They lack work maturity skills.

Can you understand why people need skills in these areas? These skills affect how people see you . . . and feel about you. They affect how you do your job. They may determine whether or not you keep your job.

Once you learn these work maturity skills, you will be able to function in many kinds of jobs. That is true because these skills are transferable. That is, they can be transferred (taken) from one job to another. These are valuable skills to have in our changing society. They are skills that will keep you employable.

What Is So Special about the Work Maturity Skills Program?

The Work Maturity Skills training program follows a special course of instruction. It is called individualized competency-based instruction.

Individualized Competency-Based Instruction

That is a long title!

- *Individualized* means it is designed for you and your needs.
- *Competency-based instruction* means the instruction is based on (built around) competencies or sets of skills.

Individualized competency-based instruction is special. It allows you to work on skills you need . . . not the ones you already have. For example, do you arrive on time for classes? Meetings? Work? Yes? Then you do not have to develop this competency. You already have it. You can spend your time on competencies you need.

There is another advantage to an individualized program. You can progress at your own pace. You may find that some skills are easy for you. They will require little time to develop. Other skills may be especially difficult. Developing those skills will require more time. You can determine the time you spend on each skill. You can set the pace.

What Are the Competencies Required for Work Maturity?
Employers have identified seven main sets of skills or competencies they want their workers to have. These competencies are:

1.0 Present a Positive Image
2.0 Exhibit Positive Work Attitudes
3.0 Practice Good Work Habits
4.0 Practice Ethical Behavior
5.0 Communicate Effectively
6.0 Accept Responsibility
7.0 Cooperate with Others

How Is This Individualized Program Built around These Competencies?
Instructions for developing each of the seven Work Maturity Competencies are in seven separate modules. This module contains instruction for competency 6.0: Accept Responsibility.
Look at the outline that follows.

6.0: Accept Responsibility

6.01: Use Initiative

6.01A: Anticipate Responsibilities on the Job

6.01B: Be Willing to Perform Your Scope of Work

6.02: Use Problem-Solving Techniques

6.02A: Analyze the Problem

6.02B: Identify and Choose among Alternatives

6.02C: Devise a Plan of Action

6.03: Manage Personal Responsibilities

6.03A: Manage Responsibilities of Family Living

6.03B: Manage Personal Finances

Find the competency statement. It is listed by whole number. Example:

6.0: Accept Responsibility

Each competency is broken down into tasks. These tasks are *parts* of competencies. They are the tasks you must do to develop the competencies. The tasks are numbered with decimals. Example:

6.01: Use Initiative
6.02: Use Problem-Solving Techniques

Each task is broken down into operational units. Operational units are units of work. They are *parts* of tasks. The operational unit to each task is designated by letter. Example:

6.01A: Anticipate Responsibilities on the Job
6.01B: Be Willing to Perform Your Scope of Work

Read through the outline. Get to know the content areas.

How Should I Begin?
First, learn how the module is organized. Turn to the first operational unit. Each operational unit is titled in this way:

Competency 6.0:	Accept Responsibility
Task 6.01:	Use Initiative
Operational Unit 6.01A:	**Anticipate Responsibilities on the Job**

Next is the performance objective. This objective is a statement. It describes—

- the conditions under which you begin your performance:

  Given work in this training program (or in a job)

- the job-related performance expected of you:

  you will be able to identify your responsibilities and give reasons why all workers should strive to assume their responsibilities

- and the standards of performance:

  to the satisfaction of the instructor

Next are the steps you will follow to do the unit of work. Example:

Step 1. Identify designated responsibilities

And following are the procedures you will follow to do the steps. Example:

a. Find out the meaning of designated responsibilites. Read Part A of Information Sheet 6.01A.
b. Find out the responsibiliites you have in this training program. Talk with your instructor.

The information sheets for this module are included. Get worksheets and evaluation checklists from your instructor. Keep your completed worksheets and other pages. You will refer to them throughout the program.

After you complete all the procedures and steps, *stop*. This is the time you must decide if you are in doubt about any part of the unit? If so, you must seek help from your instructor and repeat the unit.

If you feel you have satisfactorily completed the unit, rate yourself on the evaluation checklist. Then see your instructor. Give him or her your completed worksheet and the evaluation checklist. Your instructor will check your work and rate you on the checklist. Then you will begin another operational unit.

Now, read the evaluation checklists in the operational units. Can you perform any of the skills? If so, see your instructor. Demonstrate the skill required. Ask the instructor to evaluate you. There is no need to work on competencies you already have.

Then, begin to work on a competency you need.

Good luck! Enjoy the Work Maturity Skills training program.

Task 6.01
Use Initiative

Competency 6.0:	Accept Responsibility
Task 6.01:	Use Initiative
Operational Unit 6.01A:	**Anticipate Responsibilities On the Job**
Performance Objective:	Given work in this training program (or in a job), you will be able to identify your responsibilities and give reasons why all workers should strive to assume their responsibilities to the satisfaction of the instructor.

Step 1. Identify designated responsibilities.

a. Find out the meaning of designated responsibilities. Read Part A of Information Sheet 6.01A.
b. Find out the responsibilities you have in this training program. Talk with your instructor. (Or find out your responsibilities in your job. Talk with your supervisor.)
c. List your responsibilities on Part 1 of Worksheet 6.01A. For example:
   - Be on time.
   - Have pen or pencil.
   - Respect property.
   - Complete ten operational units.
d. Identify the person(s) who gave you each responsibility. Do Part 2 of Worksheet 6.01A. For example:
   - Be on time—School principal.
   - Have pen or pencil—Instructor.

Step 2. Identify assumed responsibilities.

a. Find out what is meant by assumed responsibilities. Read Part B of Information Sheet 6.01A.
b. List some responsibilities you assume in your work. Do Part 3 of Worksheet 6.01A.

Step 3. Strive to assume responsibilities.

a. Find out how designated responsibilities can also be assumed. Read Part C of Information Sheet 6.01A.
b. List three designated responsibilities that you have assumed. Do Part 4 of Worksheet 6.01A.
c. Explain why it is important to assume your responsibilities. Do Part 5 of Worksheet 6.01A.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Information Sheet 6.01A

Part A

What are designated responsibilities?

- *Responsibilities* are things you should do.
- *Designated* means to give a name to; to specify.

Designated responsibilities are specific things you should do. They are things that other people tell you to do. Example:

Responsibility	Given by
1. *Complete an operational unit.*	*Instructor*
2. *Sell an item.*	*Store supervisor* *Customer*
3. *Shovel snow.*	*Parent* *Spouse* *Landlord* *Custodian*

Part B

What are assumed responsibilities?

- *Responsibilities* are things you should do.
- *Assumed* means to undertake; to take on.

Assumed responsibilities are things you do because you think you should. Example:

> *You are pouring yourself a cup of coffee. You spill some of the coffee onto the floor. No one is around the coffee pot except you.*
>
> *You clean up the mess.*

Why? Because you think it is the right thing to do. You do it because of your own thoughts and feelings—not because someone told you to do it.

Part C

How can you assume designated responsibilities?

You can do this when you feel it is important to do the things you are told to do. Example:

Responsibility: To observe traffic laws when driving a car.

Designated: *You observe the laws because—*
1. *state and federal governments have said you must, and*
2. *police officers enforce the laws.*

Assumed: *You observe the laws because you believe they are good ones. You believe they help prevent accidents and injuries or deaths.*

Example:

Responsibility: *To greet customers.*

Designated: *You greet customers because it is your job. Your supervisor told you to do it.*

Assumed: *You greet customers because you want to welcome them. You want to show them you are happy to be of help. You want to do your job in the best possible way.*

Competency 6.0:	Accept Responsibility
Task 6.01:	Use Initiative
Operational Unit 6.01B:	**Be Willing to Perform Your Scope of Work**
Performance Objective:	Given responsibilities, you will be able to identify ways in which fulfilling or failing to fulfill responsibilities affects you and others and take steps to become more responsible to the satisfaction of the instructor.

Step 1. Determine who is counting on you.

a. Identify ways in which people count on each other to fulfill their responsibilities. Do the activity on Part 1 of Worksheet 6.01B.
b. Make a list of your responsibilities. Record them on Part 2 of Worksheet 6.01B. (You may use your list on Worksheet 6.01A.)
c. List the people who are counting on you to fulfill each responsibility. Do Part 3 of Worksheet 6.01B.

Step 2. Identify consequences or effects of failing to fulfill a responsibility. Ask yourself, "What will happen if I fail to . . . ?"

a. Think about your responsibility in this training program. Think about the people who are counting on you to do well. Read your completed Parts 2 and 3 of Worksheet 6.01B.
b. Think about the consequences of failing to fulfill each responsibility. For example:
   I will disappoint my family.
   I will lose my self-esteem.
   I will lose hope for empioyment.

c. Discuss the consequences with other students.
d. List the consequences on Part 4 of Worksheet 6.01B.

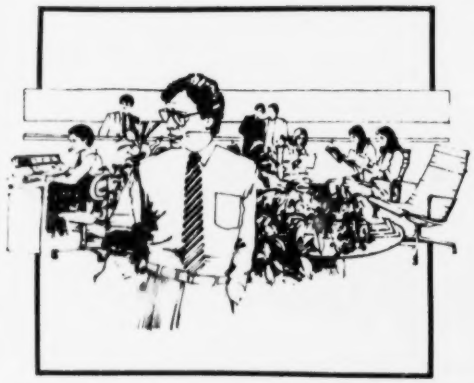
Step 3. Avoid making excuses.

a. List three tasks you dislike. (These can be tasks at home, at work, or in this training program.) List them on Part 5 of Worksheet 6.01B.
b. List excuses you use to avoid doing tasks. For example:
If I just had more time
If other people had done their work
If I weren't having personal problems
List these excuses on Part 6 of Worksheet 6.01B.
c. Think of the real reasons why you fail to complete work. Write these reasons on Part 7 of Worksheet 6.01B.
d. Plan ways you can change your work habits. Look at your list of reasons for avoiding work. Think of ways you can overcome these obstacles. List three steps of your plan. Do Part 8 of Worksheet 6.01B.
e. Practice following your plan, especially when you must do tasks you dislike.

Step 4. Identify benefits of responsible behavior.

a. Find out ways in which handling responsibility can affect employment. Talk with your instructor. Talk with your supervisor or a counselor.
b. List the benefits of doing good work. For example:
Pay raises
Promotions
Respect from others
Do Part 9 of Worksheet 6.01B.

c. Discuss ways in which successful work affects one's feelings. Talk with other students. Consider the following:
   Job satisfaction
   Feelings of accomplishment
   Self-respect
   Respect of co-workers
d. List feelings that result from doing good work. Do Part 10 of Worksheet 6.01B.



Step 5. Choose values that support responsible behavior. (Values are things that are important to you.)

a. Read the list of values on Part 11 of Worksheet 6.01B.
b. Check the values that promote responsible behavior. Ask, "Will this value help me fulfill my task responsibilities? My responsibilities to other people?"
c. Identify the values you have accepted. Draw a line through them.
d. Identify the values you had not considered before this exercise. Read the values you have not crossed out.
e. Discuss the importance of these remaining values. Talk about this topic with other students. Find out which of the remaining values you want to accept.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin the first unit for the next task in this module.

Task 6.02
Use Problem-Solving Techniques

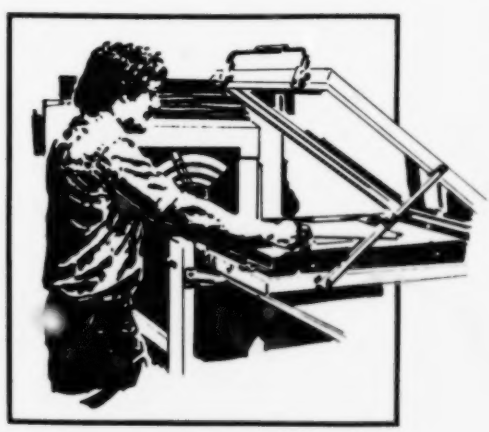
Competency 6.0:	Accept Responsibility
Task 6.02:	Use Problem-Solving Techniques
Operational Unit 6.02A:	**Analyze the Problem**
Performance Objective:	Given a problem situation, you will be able to identify the problem and its causes and effects to the satisfaction of the instructor.

Step 1. Define the problem.

a. Find out about the problem situation. Read Part A of Information Sheet 6.02A.
b. Identify the problem. Think about the main difficulty in the situation. Discuss the situation with another student.
c. State the problem in one sentence. Do Part 1 of Worksheet 6.02A.

Step 2. Collect facts about the situation.

a. Talk with workers involved in the situation. Read Part B of Information Sheet 6.02A.
b. List facts about workers' feelings. Ask yourself, "How do workers feel about their work?" Do Part 2 of Worksheet 6.02A.
c. List facts about workers' actions. Ask yourself, "How do workers show their feelings and attitudes?" Do Part 3 of Worksheet 6.02A.

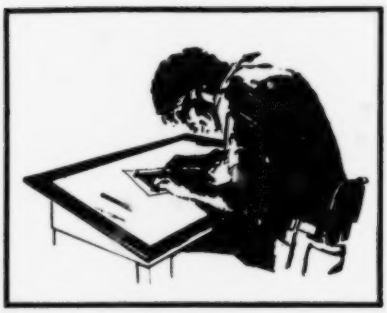


Step 3. Evaluate the information.

a. Read the facts again. Reread Parts A and B of Information Sheet 6.02A.
b. Identify the causes of the problem. Ask yourself, "Why did the problem occur?" Discuss this question with another

person. Then, do Part 4 of Worksheet 6.02A.

c. Identify the effects of the problem. Ask yourself, "What is happening because the problem exists?" Discuss the question with another person. Then, do Part 5 of Worksheet 6.02A.



Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Information Sheet 6.02A

Part A: Problem Situation

You are a manager of SENTO Research. You supervise Carl Holmes.

Carl Holmes operates an offset press. He prints all of SENTO's newsletters, reports, and instruction . Carl has two people working for him.

Last month another press operator worked with Carl. But she quit to move out of town. So now Carl does all the work. The machine he uses is good. But it does not print as fast as some of the new machines. Carl works hard. But he is not getting the work done on time. There is just too much to do. SENTO staff members are complaining. SENTO's customers are complaining. They all want their work done on time. Carl is under a lot of pressure.

Carl has always been very responsible about his work. Until now his work was always finished on time. Carl works from 8:00 a.m. to 5:00 p.m., Monday through Friday. He does not work at the press all day. He spends about one hour a day binding books . . . and two hours a day folding and stapling mailers.

Part B: Workers

Carl is getting discouraged. He works hard to finish the tasks. But there is just too much for him to do. He feels annoyed when people bring him work to be done. He speaks sharply to them and his workers. Carl frowns a lot. He looks like he is angry much of the time.

Carl's staff is disgusted with Carl's attitude. They do not like it when Carl gets annoyed. They are doing their work. "What more does he want?" Carl's staff is also bored. They finish the work Carl gives them each day. And they have time left over. Sometimes they play cards. They don't know what else to do.

Competency 6.0:	Accept Responsibility
Task 6.02:	Use Problem-Solving Techniques
Operational Unit 6.02B	**Identify and Choose among Alternatives**
Performance Objective:	Given a problem and facts about its causes and effects, you will be able to identify options and choose a solution to the satisfaction of the instructor.

Step 1. Identify ways to solve a problem.

a. Study the problem and its causes and effects. Study the problem from Operational Unit 6.02A. It is repeated on Part A of Information Sheet 6.02B.
b. Ask yourself, "What can I do to solve the problem?"
c. Discuss the question with another student.
d. Identify some ways to solve the problem. Do Part 1 of Worksheet 6.02B.

Step 2. List outcomes of each choice.

a. Read each option.
b. Ask yourself, "What will happen if . . . ?"
c. Answer the question for each option. Write the answer on Part 2 of Worksheet 6.02B.

Step 3. Identify how your values relate to each option.

a. Identify the things that are important to you. Read the values on Part B of Information Sheet 6.02B.
b. Check the ten values that are most important to you.
c. Compare your values with each option. Do your values fit with your options?
d. Cross out options that do not agree with your values.

Step 4. Choose a solution.

a. Reread the options you are still considering.
b. Discuss with another student the benefit of each option. Select one of the options. Make a choice. Circle it on Worksheet 6.02B.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Information Sheet 6.02B

Read about the problem situation. Then read the problem analysis.

Part A
Problem Situation:

You are a manager of SENTO Research. You supervise Carl Holmes.

Carl Holmes operates an offset press. He prints all of SENTO's newsletters, reports, and instruction guides. Carl has two people working for him.

Last month another press operator worked with Carl. But she quit to move out of town. So now Carl does all the work. The machine he uses is good. But it does not print as fast as some of the new machines. Carl works hard. But he is not getting the work done on time. There is just too much to do. SENTO staff members are complaining. SENTO's customers are complaining. They all want their work done on time. Carl is under a lot of pressure.

Carl has always been very responsible about his work. Until now his work was always finished on time. Carl works from 8:00 a.m. to 5:00 p.m., Monday through Friday. He does not work at the press all day. He spends about one hour a day binding books . . . and two hours a day folding and stapling mailers.

Workers:

Carl is getting discouraged. He works hard to finish the tasks. But there is just too much for him to do. He feels annoyed when people bring him work to be done. He speaks sharply to them and his workers. Carl frowns a lot. He looks like he is angry much of the time.

Carl's staff is disgusted with Carl's attitude. They do not like it when Carl gets annoyed. They are doing their work. They ask, "What more does he want?" Carl's staff is also bored. They finish the work Carl gives them each day. And they have time left over. Sometimes they play cards. They don't know what else to do.

Problem Analysis:

Problem: Carl is not getting the work done.

- **Causes of the problem:**
  1. Carl has too much work for one person to do.
  2. There is only one operator.
  3. The printing machine is slower than the newer models.

- **Effects of the problem:**
  1. SENTO staff members are not getting their materials.
  2. SENTO customers are not receiving their materials.

3. Carl is discouraged and annoyed at other workers.
4. Carl speaks sharply to others and looks unpleasant.
5. Carl's staff is disgusted with Carl's attitude.

Part B

Read the list of values below. (Values are things that are important to you.) Think about your values. What is most important to you?

Money	Wisdom
Doing a good job	Creativity
Keeping a promise	Letting others know that they are important
Respecting the skills of others	Having fun
Caring for others	Helping others
Honesty	Pleasant working conditions
Safety	Obeying
Health	Staying out of trouble
Thanking others	Job satisfaction
Peace	Power
Security of others	Self-esteem

Competency 6.0:	Accept Responsibility
Task 6.02:	Use Problem-Solving Techniques
Operational Unit 6.02C:	**Devise a Plan of Action**
Performance Objective:	Given a problem and a solution, you will be able to devise a plan of action to the satisfaction of the instructor.

Step 1. Identify the steps you will take to solve the problem.

a. Read the problem and one possible solution. Use the problem and one solution from Operational Unit 6.02B. They are repeated on Information Sheet 6.02C.
b. List on a sheet of paper the steps you will take. Ask yourself, "What will I do?"

Step 2. Identify the people who are involved.

a. List each worker you must contact.
b. List any other people you must contact.

Step 3. Describe your conversation with staff.

a. Describe things you will say to Carl. Write a short paragraph.
b. Describe things you will say to Carl's staff. Write a short paragraph.
c. Describe things you will say to SENTO's other staff. Write a short paragraph.
d. Describe things you will say to any other people involved. Write a short paragraph.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your lists and paragraphs and your evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin the first unit for the next task in this module.

Information Sheet 6.02C

Read about the problem situation. And read about the problem analysis. Read the problem solution that has been given. Use this solution as you proceed with your problem-solving techniques.

Problem Situation:
You are a manager at SENTO Research. You supervise Carl Holmes.

Carl Holmes operates an offset press. He prints all of SENTO's newsletters, reports, and instruction guides. Carl has two people working for him.

Last month another press operator worked with Carl. But she quit to move out of town. So now Carl does all the work. The machine he uses is good. But it does not print as fast as some of the new machines. Carl works hard. But he is not getting the work done on time. There is just too much to do. SENTO staff members are complaining. They all want their work done on time. Carl is under a lot of pressure.

Carl has always been very responsible about his work. Until now his work was always finished on time. Carl works from 8:00 a.m. to 5:00 p.m., Monday through Friday. He does not work at the press all day. He spends about one hour a day binding books . . . and two hours a day folding and stapling mailers.

Workers:
Carl is getting discouraged. He works hard to finish the tasks. But there is just too much for him to do. He feels annoyed when people bring him work to be done. He speaks sharply to them and his workers. Carl frowns a lot. He looks like he is angry much of the time.

Carl's staff is disgusted with Carl's attitude. They do not like it when Carl gets annoyed. They are doing their work. "What more does he want?" Carl's staff is also bored. They finish the work Carl gives them each day. And they have time left over. Sometimes they play cards. They don't know what else to do.

Problem Analysis:

- **Problem: Carl is not getting the work done.**
- **Causes of the problem:**
  1. SENTO staff members are not getting their materials.
  2. SENTO customers are not receiving their materials.
  3. Carl is discouraged and annoyed with other workers.

4. Carl speaks sharply to others and looks unpleasant.
5. Carl's staff is disgusted with Carl's attitude.

- **Problem solution:**
  1. Assign all folding and stapling to Carl's staff. Keep Carl on the press all day.

Task 6.03
Manage Personal Responsibilities

Competency 6.0:	Accept Responsibility
Task 6.03:	Manage Personal Responsibilities
Operational Unit 6.03A:	**Manage Responsibilities of Family Living**
Performance Objective:	Given a personal life situation, you will be able to demonstrate effective management of responsibilities related to home, children, and self to the satisfaction of the instructor.

Step 1. Identify responsibilities at home.

a. List the household chores you must do in a given week. Keep a sheet of paper at the kitchen counter. List chores on the paper as you think of them or do them. Some ideas are listed on Part A of Information Sheet 6.03A.
b. List responsibilities that relate to children or other dependent children. Read the items on Part B of Information Sheet 6.03A.
c. List some personal needs. What is important to your well-being? Read Part C of Information Sheet 6.03A.

Step 2. Prioritize your responsibilities. (List responsibilities in order of importance.)

a. Review your lists. Think about the importance of each responsibility. Discuss your list with other students.
b. Place a zero (0) in front of the things you *must* do *each day*. Don't forget to include responsibilities for yourself. Everyone needs some special time for him- or herself.
c. Place a one (1) in front of the things you *must* do *once or twice a week*.

d. Number the remaining responsibilities with a 2, 3, or 4 according to order of importance. Give number 2 to the most important of the remaining responsibilities.

Step 3. Delegate (assign to others) responsibilities when possible.

a. Decide if other family members can help you. Look at your lists. Can other family members help you with any of the tasks? Or, are they too busy with their own tasks?
b. Check off the items others can do.
c. Determine who will do each task. Ask children, spouse, and/or parent to select the tasks they can and most want to do.
d. Follow through. Check to see that others are fulfilling their responsibilities. This responsibility will give you practice in management. It will help you learn how to supervise others.

Step 4. Allow time to fulfill your responsibilities to your home, family, and yourself.

a. Figure the amount of time you have to fulfill home responsibilities. Subtract sleep and work hours from the number of hours in a day. Example:

24 hours in a day
— 8 hours for work
16 hours
— 8 hours for sleep
8 hours for responsibilities at home and otheractivities

b. Figure the amount of time you need to do the things labeled zero (0).
c. Figure the amount of time you need to do the things labeled one (1).
d. Make out a schedule for one week. Fill out the schedule on Part 1 of Worksheet 6.03A. Record the responsibilities you must fulfill. Record the time you will do

each one. Include working time, sleeping time, and eating time, too.

e. Add items numbered 2 where there is room on your schedule. Change the time you will spend on tasks if necessary.
f. Add items numbered 3 and 4. Can you fit them into your schedule? Maybe you can fit them in for a 10- or 15-minute period each week. Or maybe you can do them once or twice a month.

Step 5. Adapt schedule when necessary.

a. Find out why priorities change from day to day. Read the situations on Part 2 of Worksheet 6.03A. Identify the priorities on each day. Discuss the questions at the end of the activity.
b. Follow your schedule for one week.
c. Record each time you have to make a change in the schedule.
d. Analyze your daily commitments and how priorities change. Do you think you will be able to follow a schedule exactly? Why? Why not? Do you think responsibilities will shift in their priority? Why?
e. Explain why it is important to have a schedule. Then, explain why you must be able to change the schedule as needed. Discuss the topic with other students. Then, write your explanation on Part 3 of Worksheet 6.03A.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Information Sheet 6.03A

Part A

Following is a list of household chores. There are many chores that are not listed. Each person has a different set of chores he or she must do. So do you. Cross out the ones you *don't* need to do. Add chores you *must do* that are not on the list.

1. Shop for groceries.
2. Plan well-balanced meals.
3. Prepare meals.
4. Do laundry.
5. Clean house.
6. Pay bills.
7. Attend meetings (PTA, church, professional meetings, for example).
8. Shop for clothing.
9. Mend clothes.
10. Do lawn and garden work or shovel snow.
11. Maintain car.
12. Arrange for and keep medical, hair, and other appointments.

Part B

Following are some responsibilities you have to children or other dependent persons. Add other items to the list. Cross out the items that don't apply to *your* situation (for example, driving children to functions).

1. Make sure children or other dependent persons are clean and well groomed
2. Plan meals.
3. Spend time talking with your children, parents, and others.
4. Buy and mend clothes.
5. Become involved in children's activities (room parent, den parent.)
6. Arrange for lessons (piano, dance), classes, and so on.
7. Drive children or dependent adults to functions, appointments, and so forth.
8. Make and get children or dependent adults to doctors' appointments.
9. Arrange for and take children to babysitter or child care center.

Part C

People must allow time for themselves. People need time to do things that make for happier living. Some ideas are listed below. Add other ideas to the list.

1. Sleep.
2. Eat.
3. Relax—read a novel, take a hike, sew, play tennis.

4. Exercise—swim, walk, play baseball.
5. Meet and talk with friends.
6. Continue your education—take evening classes, read about current events.
7. Become involved in church and charity work—volunteer at a hospital, attend church and church meetings.

37

Competency 6.0:	Accept Responsibility
Task 6.03:	Manage Personal Responsibilities
Operational Unit 6.03B:	**Manage Personal Finances**
Performance Objective:	Given family income and expenses, you will be able to set up and follow a budget to the satisfaction of the instructor.

Step 1. Identify the total amount of your monthly income.

a. Record the amount of money you earn in one month.
b. Record the amount of money others earn and give to you.
c. Add the amounts. Write the total on the budget plan. It is on Part 1 of Worksheet 6.03B.

Step 2. List the expenses you have each month.

a. Look at the kinds of expenses listed on the budget. (See Part 1 of Worksheet 6.03B.)
b. Cross out the expenses you do not have. Add other expenses you do have. (Remember to budget for all work expenses—parking, lunch, transportation, and others.)
c. Record the amount you usually need for each expense. Example: *Telephone - $20.*

Step 3. Compare income and expenses.

a. Add the list of expense amounts.
b. Look at the total expense figure. Then look at the total income figure. Do you have enough income to cover expenses?

Step 4. Reduce your expenses, if necessary.

a. Lower the amount you spend on some expenses like clothing, food, entertainment.
b. Plan other ways to lower expenses—perhaps lower the thermostat or join a car pool. Discuss your ideas with other students. Make a list of the ideas.
c. Eliminate some expenses for a time (for example, cleaners or entertainment).

Step 5. Find other sources of income, if necessary.

a. See if you can find a part-time or temporary job. Consider things like babysitting, doing household repair jobs, or working evenings at a department or grocery store.
b. Find out if there are ways for you to develop more skills. Can you enroll in a class? In a training program? Will your income increase if your skills do?
c. Encourage other family members to find work. Even young members can find work babysitting, mowing lawns, and doing errands or odd jobs. Point out how important each person is. Find ways to give credit and recognition to contributing persons.
d. Make a list of possible sources of income. Discuss your ideas with other students. Get their ideas. Then, list the ideas that are acceptable to you—the ones you could pursue.

Step 6. Match income to expenses.

a. Make changes in your budget. Lower expenses, raise income, or do both, if necessary. Allow for savings, if possible.
b. Record your final budget figures and items on the budget. It is on Part 2 of Worksheet 6.03B.

c. Ask your instructor to review your lists and budget. Ask for advice, if necessary.

Step 7. Keep accurate and complete records.

a. Keep all your records in one book. Get a spiral-bound tablet. Keep your records in this tablet.
b. Title each page with the name of an expense. List the budgeted amount for each expense on the same page.
c. List each amount you spend for one month. Make sure to list on the correct page.
d. Keep track of how much money you have left. Do not spend money you don't have.

Step 8. Practice wise use of credit.

a. Record each amount you charge to a credit card. Write the word *charge* after the amount.
b. Keep track of how much money you have after each purchase. Do not charge more money than you have allotted.
c. Pay your bills on time. You will have to pay interest if you don't. Interest is money you pay for the use of money. Interest is extra expense. Avoid it whenever you can.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your budget record book and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another competency module. Work until you have completed all seven modules.

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